

Eastern Illinois University
Early Childhood, Elementary, and Middle Level Education Department
MLE4000: Practicum in Middle School Curriculum and Instruction

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Class Meetings: M 11:45

Unit Theme: Educator as creator of effective educational environments, integrating diverse students, subjects, strategies, societies, and technologies

Course Description: (0-3-1) Supervised middle school clinical experiences with emphasis on curriculum and instruction. Must be taken twice. Minimum of forty-five clock hours each time. University Teacher Education requirements apply and department requirements for enrollment must be met.

Prerequisites & Concurrent Enrollment: Must be taken concurrently with one or combination For Block I:MLE 3110, 3150, 4280 and/or 4760; or with permission of department chair. University Teacher Education requirements apply and department requirements for enrollment must be met.

Concurrent enrollment in one or more for Block II: MLE 3150, MLE4760, and MLE4280 or permission of department chair. Course may be taken twice with permission of the department chair. University Teacher Education requirements apply and department requirements for enrollment must be met.

Course Purpose: : MLE 4000 provides prospective teachers with authentic classroom experiences in planning and teaching math, social studies, science, and reading and other subject areas to middle level students of diverse backgrounds and abilities. Students enrolled in MLE 4000 plan and teach emergent literacy, science, social studies, math and corrective reading in middle level classrooms, depending upon their major areas. Participation experiences are integral to the associated methods courses of Blocks I & II. The students enrolled in this course are under the direct supervision of the university instructor and the cooperating classroom teacher. MLE 4000 is in partial fulfillment of the pre-student teaching practicum mandated by the Illinois State Teacher Certification Board.

Course Textbooks: There are currently no required textbooks for this course.

Supplemental Materials:

- Personal LiveText account
- Department portfolio binder and inserts
- Binder for course notebook
- Professional Development Requirement sheets

Teaching Model: **Social Models: Building the Learning Community**

- When we work together, we generate a collective energy that we call *synergy*. The social models of teaching are constructed to take advantage of this phenomenon by building learning communities. Essentially, “classroom management” is a matter of developing cooperative relationships in the classroom. The development of positive school cultures is a process of developing integrative and productive ways of interacting and norms that support vigorous learning activity. (p. 28-30)

Joyce, B., Weil, M., & Calhoun, E. (2009). *Models of teaching* (8th ed.). Boston: Pearson.

Dispositions: Teacher candidates in the department of EC/ELE/MLE will exhibit professional ethical practices, effective communication, sensitivity to diversity, and the attitudes and ability to provide varied teaching practices evidenced in a supportive and encouraging atmosphere for learning.

Live Text Assessment Requirement: For those classes with Live Text or Practicum- If the portfolio or Live Text requirements are rated, by the instructor, to have been completed in less than a satisfactory manner then no more than a "D" may be earned in the class regardless of the number of points earned.

Standards:

Course requirements and demonstrated competencies are aligned with the following standards:

- Illinois Professional Teaching Standards (IPTS) <http://www.isbe.state.il.us/profprep/PDFs/ipts.pdf>
- Language Arts Standards for all Illinois Teachers (ICLAS)
http://www.isbe.net/profprep/CASCDvr/pdfs/24110_corelangarts_std.pdf
- Technology Standards for all Illinois Teachers (ICTS)
http://www.isbe.net/profprep/CASCDvr/pdfs/24120_coretechnology.pdf
- ACEI (Association for Childhood Education International) program standards for elementary teacher preparation
<http://www.acei.org/Synopsis.htm> and <http://www.acei.org/ncateindex.htm>

Outcomes specific to MLE 4000:

- Students will utilize content knowledge effectively in lesson planning for the middle level student.
- Students will provide an effective classroom environment to support the success of unique middle level individual students.
- Students will design and implement instruction to achieve specific and differentiated learning outcomes appropriate for the middle level student.
- Students will model professional behavior, dress, and positive dispositions appropriate for the school community.
- Students will demonstrate a mastery of technology in support of teaching and learning in the classroom.

Course Requirements	Demonstrated Competencies	Aligned Standards
Participation	Performance includes presence and contributions in class, support of peer classmates, children, and classroom teachers during the practicum. Focus is on responsible, enthusiastic, and effective communication and collaboration with university supervisor, classroom teacher, children, and peers.	IPTS 10, 11 ACEI 5.1 LASIT 2 ICTS 1.2,5,6 Dispositions: PEP SDE PTSL IWS
Planning/Classroom Management	<p>Performance includes written utilization of the department lesson plan and its various formats for each lesson taught, careful formulation of objectives, research, enrichment, manipulatives, small unit development (5 days) if possible, assessment of children’s prior knowledge, implementation of cooperative learning, appropriate assessments, and follow-up. Focus is on differentiated curriculum and children’s academic, behavioral, and cultural diversity.</p> <p>Performance includes engaged direction of individual, group, and full class learning activities, keeping the class fully informed of daily agendas and lesson agendas, inviting and utilizing student input, managing smooth transitions, rewards and consequences. Focus is on teacher listening skills, leadership, and facilitation of student work.</p>	IPTS 1, 2, 3, 4, 6 ACEI 1, 2.8, 3.1, 3.2, 3.3, 3.4, 4 ICTS 3A,3F IPTS 2, 5, 7 ACEI 1, 3.2, Dispositions: IWS SDE PTSL SDE PEP
Reflection	Performance includes participation for reflections stating ‘what happened, why, and what do I think’ may be submitted in LiveText or as directed by the instructor. Reflections are the internalization of the knowledge and pedagogical learning of each participant. Reflections consist of both a description of what happened and a thoughtful analysis of those events for the progress of learning for the child and the class. Focus is on self-evaluation suggesting how the responding participant may be a positive influence on such classroom events.	IPTS 10 ACEI 5.2 Dispositions: IWS PTSL PEP
Practicum Notebook/Technology	Documentation of the clinical experience includes fulfillment of instructor’s guidelines for the practicum notebook. See assignments in the next matrix	IPTS 10 ACEI 5.1 LASIT 1, 2, 3 ICTS 1A, 5A, 7A, 7I Dispositions: PEP IWS EC PTSL SDE
		IPTS 8

<p>Evaluation of the Clinical Experience/ Professionalism</p>	<p>Performance includes fulfillment of course requirements and school and classroom guidelines as directed by the university supervisor and the classroom teacher. Dispositions of inquiry, serious effort, and dedication to excellence will be expected. Appropriate dress, cleanliness, ready conversation with children will be typical of the professional teacher candidate along with displaying an enthusiastic attitude.</p> <p>Participants will engage in self evaluation as directed by the university supervisor. Participants will study the Block II Practicum Rubric and the Dispositions Rubric which the classroom teacher will use to evaluate their practicum performance. Participants will study the evaluation form which the instructor will use for the classroom teaching observation. Focus is on participants being able to evaluate their teaching effectiveness based upon children's products which result from their teaching. Focus is on fusing evaluation with reflection.</p> <p>Observation by the EIU instructor will include the lesson plan, presentation and classroom management</p>	<p>ACEI 4, 5.2 LASIT 1, 2, 3 ICTS 3A, 7K,8A</p> <p>Dispositions: PEP IWS PTSL EC SDE</p>
<p>EC/ELE/MLE Program Portfolio submission</p>	<p>Performance includes completion of the program portfolio by selecting and including the Block II artifacts, stating the IPTS competency met by the selected artifact, restating the IPTS standards in one's own words with a rationale for the selection of the included artifact.</p> <p>Examples of children's work and photographs are encouraged. The practicum instructor will sign the completed Block PDR sheet (the purple sheet). Focus is on design of a high impact professional portfolio, electronic or hard-copy, for job interviews. Focus is on completion of all program requirements for admission to student teaching.</p>	<p>IPTS 10, 11 ACEI 5.1, 5.4 LASIT 1, 2, 3 ICTS 1A,5A,7A,7I</p> <p>Dispositions: PEP IWS PTSL EC SDE</p>

Core Assignments:	Brief description	Points/Due Date	Weight
Participation	Contributions to discussions and activities, both in class and electronic, responsibility to all aspects of the in-school practicum are required.	20 pts. All semester	8%
Planning/ classroom management	<p>The lesson plan will be designed according to the EC/ELE/MLE Department Lesson Plan. The format may be selected from a variety of strategies: Direct Instruction, Concept Teaching, Cooperative learning, Problem-Based instruction, Classroom Discussion, Inquiry. Once an appropriate strategy is selected, the lesson plan is to be formatted with appropriate elements of the Department Lesson Plan.</p> <p>The lesson plan will be uploaded to LiveText and submitted to the instructor as reviewer. A reflection about the success of the lesson will be included in the teacher evaluation section of the lesson plan.</p> <p>Lesson plan, presentation and classroom management will be evaluated by the cooperating teacher as well as the university instructor and will be documented in the evaluation of the clinical experience.</p> <p>Additional lesson plans are submitted with the practicum notebook.</p>		4%

Reflection	Improvement and growth as a teacher will be evident in the candidate's own interpretation and critical analysis of classroom experiences through reflective journals and reflection after an observation as indicated by the instructor. A reflection of the observed lesson will be required by the instructor. Reflections should be included in the Practicum Notebook.	20 pts Journals turned in weekly during practicum	8%
Practicum Notebook/ Technology	<p>The course notebook will contain course documentation of classroom experiences as directed by the instructor who may require:</p> <ul style="list-style-type: none"> • printing out the course syllabus and calendar, • cooperating teacher's observations notes • daily lesson plans and/or reflections including-- • research and development of teaching materials, • reference lists of books and websites incorporated into planning, • Copies of manual pages used in planning. • Weekly journals (reflections) <p>The original signed copies of the log of practicum hours, the Dispositions Rubric, and the Block Teacher Practicum Rubric as completed and signed by the cooperating teacher must be submitted with the Notebook. <u>These documents will not be returned to the student. If copies are wanted, make copies before turning evaluations in.</u></p> <p>Documentation will includes LiveText uploads of the observed lesson plan,.</p> <p>EIU instructor and the cooperating teacher will evaluate performance includes knowledge, use, and application of technology tools in teaching, research, planning, communication, and presentation. Focus is on increasing student technology skills and enabling students to develop and evaluate technology products for the classroom and to post online.</p> <p>Focus is on organization and presentation of the practicum notebook.</p>	65 pts Due Nov.9, 2009	26%
Evaluation of clinical Experience/professionalism	<p>The practicum evaluation rubric completed by the classroom teacher will be factored into the course grade.</p> <p>Successful completion of MLE4000 depends upon the cooperating teacher's evaluation and recommendation that the candidate possesses the knowledge, skills, and dispositions to be admitted to student teaching. Cooperating teachers will complete a rubric on performances as well as a dispositions rubric</p> <p>Observation by the EIU instructor will include the lesson plan, presentation and classroom management</p>	75 pts Coop. teacher eval. 30 pts Dispositions 30 pts EIU observation	54%
EC/ELE/MLE Program Portfolio submission	Performance includes completion of the program portfolio by selecting and including the Block artifacts, stating the IPTS competency met by the	Portfolios checked 11/9-11/9-	Mandatory Completion required to successfully

	<p>selected artifact, restating the IPTS standards in one's own words with a rationale for the selection of the included artifact. Include a table of contents for all material presented.</p> <p>Examples of children's work and photographs are encouraged. The practicum instructor will sign the completed Block PDR sheet (the purple sheet). Focus is on design of a high impact professional portfolio, electronic or hard-copy, for job interviews.</p>	11/13 by appt.	complete this course
DETAILED INSTRUCTIONS AND EXPECTATIONS FOR EACH ASSIGNMENT WILL BE PROVIDED BY THE INDIVIDUAL INSTRUCTOR			

Mandatory Completion: Non compliance with these assignments will result in a grade of a D no matter how many points you have/

- LiveText submissions (Lesson Plan and Field Experience)
- Eastern Illinois University Professional Portfolio complete
- Professional Development Requirements sheet

Grading Scale: 92%-100% = A; 82%-91% = B ;72%-81% = C; 62%-71% = D; Below 62% =F

A minimum of five class meetings in addition to the 45+ practicum hours shall be scheduled during the semester. Class meetings will include preparation for and debriefing of the practicum. Class meetings may be organized around the following topics:

COURSE OUTLINE

- 1. Planning to Teach**
 - a. Standards, goals and objectives; student, teacher, state and national
 - b. Classroom environment
 - c. Management—motivation
 - d. Individual differences
- 2. Participation in the Practicum**
 - a. Responsibility
 - b. Diversity
 - c. Professionalism and confidentiality
 - d. Planning units of instruction, differentiation, curriculum integration
 - e. Individual, small group, and cooperative learning
- 3. Assessment/Evaluation**
 - a. Accommodation
 - b. Diagnosis, remediation, mastery
 - c. Self-evaluation
 - d. Record keeping
 - e. Goal setting

Contact Protocol

1. Contact your cooperating teacher in advance. Arrange to meet your cooperating teacher prior to the first day of practicum, if desired by the classroom teacher.
2. Give your contact information to the teacher and ask for his/hers. Ask for the teacher's preference – email, school phone, cell phone, etc.
3. Give the teacher the necessary MLE4000 documents. (Letter of introduction from professor, evaluation and log sheets, your Block assignments.)
4. Work out all logistics regarding your placement with your teacher. If there is a problem with the site, contact your university instructor immediately.
5. You are expected to be present, on time, and prepared every day.
6. Always report to the office when you visit a school; find out if there is a sign-in procedure. Learn the principal's name and introduce yourself when possible. Learn the secretary's name and greet them appropriately.
7. Request school and classroom guidelines for teacher and student behavior and dress codes (e.g. no gum, no hats, quiet when in the halls).

8. Request a class list and a class schedule.
9. Make a seating chart to familiarize yourself with students' names.
10. Know the school calendar and upcoming events. During the practicum weeks, you are on the school's calendar, **not EIU's calendar**.
11. Become familiar with the floor plan of the building and the safety and evacuation procedures.
12. Read the school district's web site and the school's web site. You may want to print out information found at this site for inclusion in your notebook.

Dispositions

1. Express your wish to teach as much as possible after the initial orientation to the classroom. Schedule your teaching periods with your cooperating teacher.
2. Use **ALL** time on-site for instructional and/or professional purposes, even if the children are out of the classroom.
3. Plan ahead. **Over plan**. Plan off-site, on your own time, in advance. Save complete records and writing of your plans for the Practicum Notebook. You should have a lesson plan every time you teach. Even if you are asked to teach on the spot (an unplanned lesson) you should prepare a lesson plan of what you did **OR** what you would have done if you had had time to plan.
4. Your cooperating teacher will need to see your plans in advance. Complete plans give evidence of how well you know the content, how you will structure the content you intend to teach, students' prior knowledge which you will build upon, specific objectives and procedures, and your research and materials preparation. Use the EC/ELE/MLE departmental lesson plan model for your lesson plans.
5. Let your **enthusiasm** and **initiative shine**. Let your **professional** attitudes be reflected in your teaching and relationships in your school.

MLE 4000 References

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Wood, K. E. (2001). *Interdisciplinary instruction: a practical guide for elementary and middle school teachers*. Columbus, OH: Merrill
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ed.) Portsmouth, NH: Heinemann

Students with Disabilities: If you have a documented disability and wish to discuss academic accommodations,
please contact the Office of Disability Services at 581-6583.

Schedule:

Mon. Aug. 24 Bring schedule to class.

Additional dates will be announced at a later date.